

CHILDHOOD EDUCATION

Published for
INTERNATIONAL KINDERGARTEN UNION
By THE WILLIAMS & WILKINS COMPANY
BALTIMORE, U. S. A.



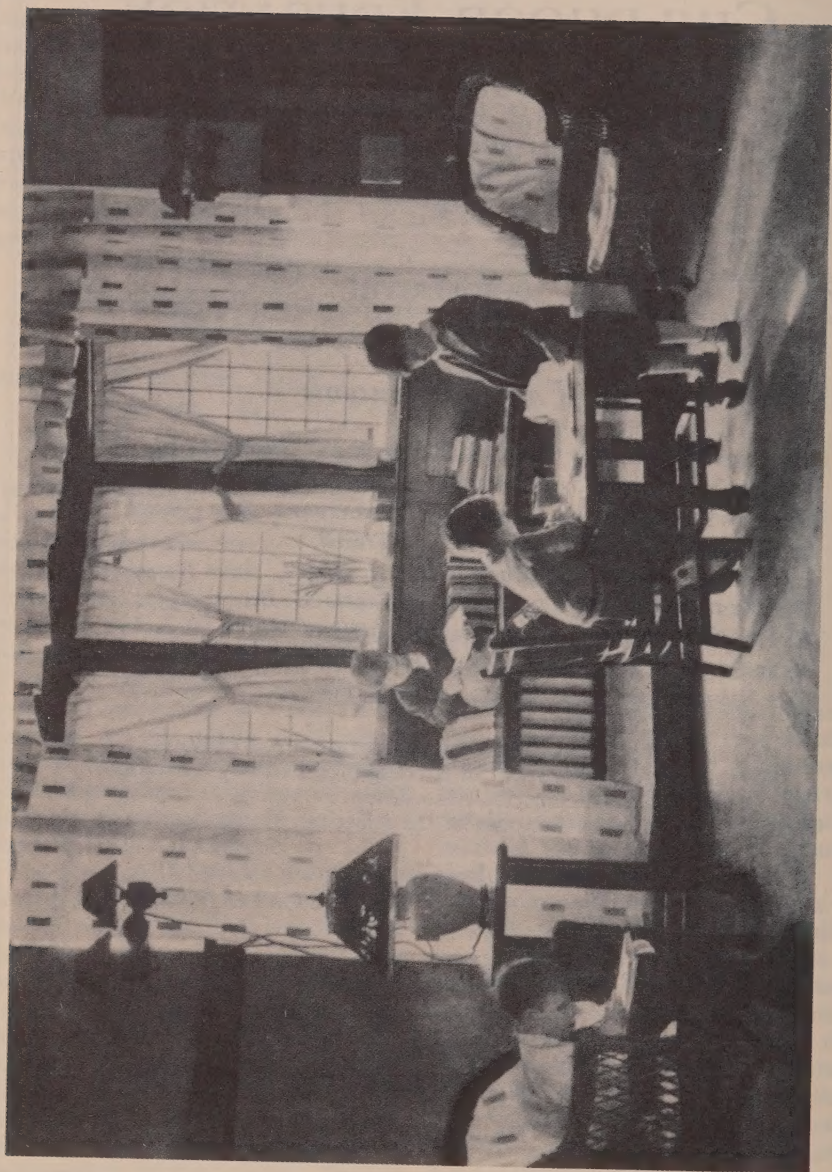
Vol. IV

OCTOBER, 1927

No. 2

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Significant Phases of Classroom Activities

AS KINDERGARTEN and primary teachers, our interest in education as a whole is the development of a *thinking person*, and it is the final goal of all our endeavor. The foundation upon which to build in the making of a thinking person is his individual tastes, interests, and equipment. The only way to learn these tastes, interests, and equipment is by allowing him to reveal himself through his creative expression. This realization is the basis for what is now one of the most significant phases of education—creative expression.

The idea embodied in the principle of creative expression leads naturally to the consideration of the individual. Have we not too long followed the old world tradition of teaching *en masse*? The sacredness of personality has been ignored in spite of the insistent accusation that the public schools are bent upon turning out quantity production.

All agree that there is stimulation in numbers and that generally individuality expresses itself more freely under the influence of a congenial group rather than in isolation. However, there are the few lonely souls who do emerge out of isolation. This expression through group stimulation is an argument for the group organization of classes as opposed to either mass organization or the individual or tutorial system. After the disclosure of individuality through the group experience each person recognizes his own strength and weakness and those of others as well. It is then that a teacher knows how to adopt methods of education to reach the needs of each person in the group. Plans in organization of schoolroom procedure are also arranged to give opportunity for individual consideration.

One often hears expressed a feeling of timidity toward the working out of these principles of creative expression and individuality. The fear is lest in their application the necessary tools of thinking which are definite bits of subject matter classified into various groups and under specific heads as arithmetic, handwriting, reading, geography, etc., will be omitted or neglected. We have, then, on the one hand, the desired and necessary subject matter and on the other, the child's needs discovered through his creative expression. How can these apparently opposing ideas be reconciled?

It is an accepted fact that primary teachers beginning in the kindergarten have definite objectives set down for their accomplishment. Now, courses of study which heretofore have been mere outlines of subject matter are augmented by suggestions for methods of accomplishment, foremost among which are exemplifications of the principle of creative expression.

Whenever the principles of creative expression and individuality are applied, "to drill or not to drill" is the question. Of course drill is essential, but in connection with this phase of education two characteristics,—those of *purpose* and *habitation* are presented. As an incentive toward effort, conscious purposes in the mind of both teacher and child are necessary. Habituation lays stress upon the idea that knowledge and skill are more effectively learned when acquired in the way in which they are to be used.

Another of the prominent phases of early education is the consideration given to character building under the title of character education. In order to meet this demand the primary teacher has changed her type of classroom organization. This

changed order in the classroom allows for more freedom for the individual thus giving him opportunity to reveal his "manners" in social contacts.

The significant phases of primary education are: creative expression on the part of the child; development of each individuality; attention to the formation of good habits of thinking; conscious purposes in the mind of teacher and pupil; attention to character formation; and finally, definite objectives or goals as presented in courses of study for the children in each grade beginning with the kindergarten.

Attention has been given to these significant phases in primary education and it is easily seen how these principles can be applied in certain of the school subjects such as fine and industrial art. But in order to give cognizance to the fact that these phases are significant in *all* subjects, Miss Troxell, Miss Keller, and Miss Betzner, who have applied these principles, bring to your attention in this issue their actual classroom work in the so-called formal subjects,—arithmetic, reading, and handwriting,—in order to show how these apparently opposing ideas can be reconciled and definite objectives reached.

BERTHA M. BARWIS,
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Judging the Worth of Activities

HELEN M. REYNOLDS

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THE very statement of the subject indicates that we are committed to a program of activities as the basis for the curriculum. This means we can assume that we are that end of the group which is designated in the Twenty-sixth Year-

criteria can at the present time be suggested than the careful reading and re-reading of this Yearbook. It would seem that any open-minded person could accept the statement as to the "next steps" in education, but the *interpretation* and *application* must be made



LARGE BLOCKS HELP IDEAS TO BECOME BOATS, LOCKS, AND BRIDGES

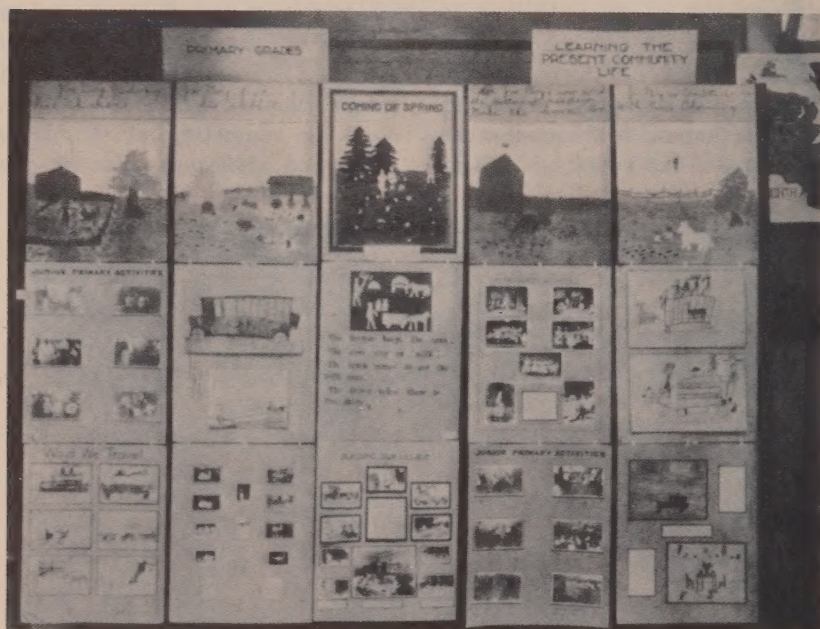
book of the National Society for the Study of Education as standing for the growth of the child as a member of the social group and as the center of our curriculum. No better preparation for the study of this problem of setting up

by each individual. We shall be helped in the clarifying of our own specific views through the reading of the supplementary statements given in Part II of this Yearbook.

Having taken our stand with those

who believe in the activities' program, we are confronted as teachers in the presence of groups of children and as members of those groups with the necessity of developing criteria to be used in determining whether to encourage or discourage activities initiated by the children. We must also have some

that as Dr. Kilpatrick puts it "not all learning can be assigned," and while we are aiming for one objective desirable in itself, other learning not so desirable may be taking place. The "Habit Lists" compiled by Dr. Rogers and Miss Andrus are attempts at setting up standards or outcomes which should result



WORK OF SEATTLE SCHOOL CHILDREN

standards for deciding what activities we ourselves will stimulate, for the teacher is still the member of the group oldest in experience.

In educational literature there have been apparently few attempts definitely to formulate these criteria in this relationship; though, of course, the movement toward the specific statement of objectives and aims is distinctly in this direction. We are, moreover, confronted in our analysis by the realization

from the experiences gained through life activities carried on at home or at school. Through scientific investigation desirable technics with children along certain definite lines have been developed. No teacher can shut her eyes to this fact. Can anyone afford to let children "muddle through" in their efforts to learn to read when we have in substantial form like that of the Manual written by Miss Hardy, the results of the years of study and the

expenditure of vast sums of money spent at Chicago University in investigating how children acquire the technic of reading? Can we in justice to the children ignore the results of vocabulary studies like those of Dr. and Mrs. Horn, of Gates and McCall? Can we

Shall any mistaken idea of giving the children freedom interfere with our directing their work in line with the study of research workers? On the other hand, are we going to become so interested in testing and checking and labeling the little children who come to



EXHIBIT AT THE SEATTLE CONVENTION

fail to take into consideration the work of Drs. Breckner and Buswell in the field of arithmetic? Are we going to risk letting children form habits of counting on fingers and dawdling over number combinations when a study of the research work of Osburne and Breckner rightly applied would prevent this waste? In the gaining of skill in handwriting, shall we ignore the work of Freeman?

us, in parceling them into groups and laying out for them schedules to be completed that we shall ignore their right to enough leisure and opportunity for growing in those qualities and abilities which they as individuals possess? Are we going to ignore the chance of variation which may lead to some creative contribution to the group in which the child lives, in our over-emphasis on acquiring the skills of life?

Creative effort is still the hope of our really moving forward.

To set up our criteria is one thing. To cling to them and apply them is quite another. Objectives fine to the point of hair-splitting may be formulated, and lists of activities may be added which have nothing to do with them. The chance for children to do in a better way what they would do any way may be entirely ignored even when criteria and activity lists are on paper.

To what extent are we really living up to our doctrine which we have formulated in black and white? Are we still dismayed by confusion attendant upon individual undertakings? Do we still lack in energetic thinking which will so organize the procedure in our classrooms that confusion will gradually subside? Is our ardor still too easily dampened by those who do not understand what we are attempting and who see us only in our period of confusion before we think our way through to the high ideal we have set? Do we rush into action carrying the children with us before our planning is complete? Are we waiting for the ideal equipment in order to set in operation the ideal workings or are we willing to let our native ingenuity make up for that which we lack? Do we wait upon material equipment which money cannot provide for us while in our dooryard and on our streets there is in action all the complex life of the present day with its interesting and valuable manifestations as well as those which are baffling and confusing? Are we so enamored of the extreme interpretation of the doctrine of "felt needs" that we release ourselves from the responsibilities of revealing to children the needs which they, like ourselves, may have, but not be con-

scious of? Are we willing to let them shut their eyes to what is of great worth in our surroundings as we ourselves too often have done? Are we content to let children happily enjoy only such levels in their activities as they would have reached had we not been present? On the other hand, do we put at naught a little child's effort, which to us seems crude and worthless, when it really satisfies a desire in him and means within his own being a real forward step? In a word, are we justified unless each day we look backward over the day's happenings and judge them by the standards which in moments of study and reflection we have set up, saying to ourselves: "This was good, and that was better. These things must be different tomorrow?" Can we take each day as a problem to be freshly solved in the light of all that we have learned from the successes and failures of our effort the day before?

In the study of this problem the following request was sent to Seattle kindergarten-primary teachers:

"I have been asked to present to the kindergarten-primary group of the National Education Association Convention a discussion of the problem of 'Judging the Worth of Activities.' Will you contribute to this study by listing below the criteria you use in determining whether to encourage or discourage activities initiated by the children themselves, or which lead you to stimulate certain activities? A summary of the results will be prepared."

Two hundred thirty-five responses were received. Responses were also received from twelve experts in childhood education. With three of the latter the statement represented the thinking of groups.

The list is presented in question form.

It is realized that the questions overlap, but different forms are given in the effort to provoke thought. The organization is only tentative.

Does the activity clearly set up some goal?
Does it make use of present attainments?
Holding up to high level?
Does the activity tend toward progressively higher level of needs?



TREASURES ARE KEPT IN SAFE AND PRIVATE PLACES



MARY IS READING IN THE LIBRARY THAT TOM BUILT

A. Does the activity stimulated provide for constant moving to higher levels?
Does it provide for growth? (This needs analysis)

Does the activity tend toward progressively good results? (Technic in language)
Does the activity lead on to other worthwhile activities?

- Will the results carry over into maturity?
- Does the activity tend to develop standards of industry and good workmanship? (Europe ahead of us—Bagley)
- Will the activity tend to develop skill in the use of materials?
- Does the activity tend to growth in specific skills—(speech improvement)?
- Will the project develop an interest in making things?
- Does the activity utilize past experiences and technics?
- Are results satisfactory in form (technic) considering the ability of the child?
- Does it present too many difficulties? Is it beyond the abilities of the children?
- Are good habits developed?
- Does the activity require real effort on the part of the children?
- Does the activity tend toward growth in self control?
- Is the product of the activity of some real value to the child or group? (How can we judge?)
- Does the activity tend to growth in intellectual power?
- Does the activity tend to develop creative power?
- Does the activity help to clarify experience?
- Does it encourage the habit of being interested?
- Does the activity stimulate the imagination?
- Will the child gain in power? (Indefinite)
- Does the activity help the child to answer his own questions?
- Does the activity call for thinking as well as manual effort?
- Is the fact recognized that many worthwhile activities are not associated with physical effort?
- Does the activity tend to aid better organization of ideas?
- Is the activity of such a nature that first hand experience is a necessary element?
- Does the activity tend to real investigation?
- Does the activity stimulate the exercise of judgment on the part of the children?
- Are activities continually repeated with no apparent movement to higher levels?
- Does the activity develop ingenuity?
- Does the activity stimulate the children to do their own planning?
- Does the activity develop desirable attitudes?
- Does the activity result in higher ethical ideas? (Should games imitate war, fighting, robber play, etc.?)
- Does the activity tend to increase appreciation of worthwhile things? (Should the candy shop or grocery store receive more attention?)
- Does the activity provide for growth in responsibility and self-reliance?
- Does the activity offer opportunity for the exercise of specific ethical habits—thrift, promptness, obedience, courtesy, honesty?
- Does the activity tend to perseverance? (Activities need to be completed)
- Does the activity contribute to wholesome joy?
- Does the activity stimulate the wise use of leisure? (Why the free period?)
- B. Does the activity provide opportunity for the growth of the individual?
- Is the activity suited to the individual's stage of development? Is it better provided for, suitably and thoroughly, in the grades just ahead? (Woodwork?)
- Does the activity provide for self-expression on the part of the individual?
- Does the activity give opportunity for growth in leadership?
- Does the activity result in greater belief in the ability of the self?
- Are crude results appreciated if the effort to originate is apparent?
- Did the idea of the activity originate with the child?
- Does it meet the need of the child as an individual? (Provide for extremes of ability. Dangers of stressing one large project unless the individual is provided for?) Even failure for individual may be growth.
- Does the activity lead to learning through a child's own observation?
- Is the activity seasonal? (May it be seasonal to one and not to others?)
- Is the activity merely imitative?
- Does the activity challenge initiative and resourcefulness?
- Does the activity tend to growth in independence?
- Does the activity appeal to children's interests?
- Is success fairly well assured?
- Will interest in the activity be lost before the project is completed?
- Has the activity holding power?

- C. Does the activity interfere with growth?
Does the activity injure health in any way—
eye strain, nerve strain, too great muscle
strain?
Does the activity over-stimulate the children
in a way tending to interfere with mental
health?



GOING UP—TO HEALTH AND SELF-ASSURANCE

- Does the activity interfere with physical
health in any way—overtax the child's
endurance?
Does it encourage the habit of competition?
Between individuals or groups? Is this
ever desirable?
Does the child become over-conscious (for
his years) of effort—introspective?
Does the activity tend to become auto-
matic—playing house with no new
features?
Does the activity tend to fix bad habits—
singing out of tune, poor posture, poor
writing, bad vocabulary, rough play?
Does the activity stimulate envy or jealousy?
Showing off?
- D. Does the activity aid in the growth of the
right attitude and conduct of the members
of the group toward each other?
Will the activity develop a social attitude
on the part of the group?

- Does its value appeal to the group? Does
it receive the whole-hearted enthusiasm
of the group?
Does the activity aid an individual in con-
tributing to his group?
Does the activity tend to broaden the
interests of the group?
Does the activity encourage cooperation?
The inhibition of selfish action?
Does the activity strengthen the bonds
between the home and the school?
Does it fill a need of the group?
Does it increase interest in home en-
vironment?
Does the activity increase interest in
community environment?
Does it enrich experience?



OUR OWN MONEY GOES IN OUR OWN BANK

- Does it encourage a wide range of activities,
provide for a balanced diet suited to social
participation?
Is the balance between individual projects
and large or small group projects
preserved?

- E. Does the activity directly aid in realizing the learning objectives of our school curriculum?
 Does it aid in the enrichment of subjects included in the school curriculum?
 Will the activity aid in acquisition of specific knowledge? Analysis?
 Will the activity results fulfill some of the requirements of the course of study?
 Is the activity closely related to the day's work? (What is a child's "Day's Work"?) May it seem unrelated yet be a part of his day?
- F. Is the teacher as a member of the group with a wider, richer experience giving needed direction to the activity?
 Are the criteria listed really in use? (Does our theory run ahead of our lagging practice?)
 Are we ignoring our public school conditions—large number, small spaces, lack of equipment?
 Are the activities such that they can be carried on in the schoolroom space without undue confusion harmful to individuals?
 Does the activity call for tools and supplies which cannot be obtained? (Ingenuity)
 Are we using as an excuse adverse conditions which may be overcome?
 Is inconvenience to the teacher too large a factor in the discouragement of certain types of activities?
 Is the activity such that it will be approved by the principal? Supervisor? Superintendent? Parents? (What shall we do if it is not?)
 Does the activity tend to increase confusion in the classroom?
 Does it interfere with discipline?
 Does the activity seem to provide for growth commensurate with the time given to it?
 Does the activity demand over-much planning on the part of the teacher? (What is "too much"?)
 Can the activity, though trivial, be guided into worthy channels?
 As the teacher, do I see that the activity progresses beyond the stage that it would, if the child worked alone?
 Must results satisfy adult standards of execution?
 "Does the school aid pupils in all the good things they are now doing?"
 Does the teacher have to do an undue amount of the executing?
 To what extent does the activity require the teacher to judge results?
 Does the activity require too much time for the teacher's supervision? (Individual; projects too ambitious for ability of the child?)
 Does the activity need stimulation by the teacher?
 Do the results of the activity justify the use of materials? (Danger of underestimating resulting values to the individual)



Reading in Relation to Children's Literature

JEAN BETZNER

Horace Mann School, New York City

SIMULTANEOUSLY with our new interest and emphasis on reading in relation to little children's work and play has arisen a greater respect for children's literature and a more sensible use of it.

This is due to the fact that the kindergarten and primary teachers are frankly facing the question as to why we bring our little children in contact with this material, "this unmixed record of human endeavor." It is not because they have any feeling of assurance that children's morals are to be changed nor because they want to get children ready to read. But it is because our children are curious. They are seeking to find out about the life about them, how people act, why they act as they do, how people feel about events and things, what makes things happen, why things happen. They are curious concerning motives. They want to see in relatively close relation causes and effects. This is what literature is.

"For books are more than books, they are the life,
The very heart and core of ages past,
The reason why men lived and worked and died.
The essence and quintessence of their lives."

The notion that children's books should stimulate and satisfy their curiosities guides both the choice of material

found in our room libraries and the method of using it.

Curiosity is an individual matter. It is flitting, too, because a little child's interests are varied and the span is short. Therefore the right book at the right time is quite essential.

"The reading habit is acquired by reading just what we want to read, just when we want to read it,—harness may be good for the maturer mind, but the free-pasture is essential for the beginner."

In the room libraries of our best schools we will find many books, of various types: verse, prose, fairy tales, picture books, realistic stories, literary wholes, humorous bits.

They are beautiful enough to arouse curiosity; well bound, well printed, well illustrated. In other words, they are the type of book, to which one is drawn.

It is becoming rapidly possible for every school to take care of these three essentials: many books, books of various types, and beautiful books. In our schools we are finding the book money being directed from sets of basal books to attractive libraries for every room. It is so easy to get lovely books. We find them on every hand. In fact there are so many that choice is necessary and we find we can be extremely critical and still have many. It is only the best we want to put in our school libraries.

Good books for little children are fairly tumbling from the publishers. Folk material from every race is being translated and edited for us. Some of our best authors are devoting their art to material for the youthful public.

How easy it is to get in touch with authors, libraries, specialists in literature, publishers, editors, and so on. Libraries even travel to us. Turn a dial and we hear about the newest of publications.

As soon as the first three requisites for aiding our children on their quest for finding out about life are taken care of, we find attractive corners or spots in our kindergarten and primary rooms set aside for the tempting display and the convenient use of the books by the children. The feeling of ownership is encouraged by the gradual sharing of responsibility for the care of the attractive reading center and the books.

Then a time is provided on the day's program for the quiet reading of chosen material or the quiet perusal of pictures. The teacher is free at this time to move about among the children, observing their choices, stopping for individual discussion or comments. Occasionally one sees her advice sought or her opinion requested.

A time is provided for the occasional sharing of favorite stories and the pleasant interchange of opinions concerning books, illustrations, and so on. When the children first come from the kindergarten, they continue the practice of choosing what is to be shared and the teacher does the reading. Before the end of the first grade the teacher is called on less and less to do the reading but her contribution to the pleasant period is eagerly awaited.

The children are encouraged to own

their books. A place is provided in the school room for visiting books. Book plates are discussed, approved, and used.

Certain books that have not seemed alluring in themselves are introduced by the teacher. Discussion as to the outcome takes place. Sincere criticism burst forth:

"That story does not end right," came from a small boy. "It ought to tell what happened to the apple after the little girl caught it."

"I read the Pancake Story in every book I find it in because it is so jolly. I like the way the word 'rolling, rolling, rolling' comes in."

"Every book tells that story in a different way," was another comment. "I don't think that is right. It should always be the same."

"No," said another child, "It does not have to be the same because different people are telling it. We don't all tell things alike."

The choices of stories and books by the children are watched and recorded in some fashion. These are passed on to the first or second grade teacher to help her in assembling her room library or to give her guidance as to the next step in furthering these desirable outcomes.

One sees on the bulletin boards in the primary rooms, story programs arranged and carried out by the group, lists of favorite poems that are to be reread by the teacher as soon as time permits. One sees a whole period devoted to the examination of a rare old book, or an exquisitely illustrated new one much too expensive to be owned by the school. One primary teacher said recently, "Our curriculum in literature planned by the children is so rich and full, I wish we had another year in which to carry it out."

In fact, there is so much good material at hand eagerly sought for that there is no time nor inclination to resort to such practices as were once foolishly and unthinkingly taking place.

The following are typical examples of such practices: The constant reproduction of a small and selected group of stories. The memorization by the whole class of a given number of poems and verses. The mutilation of lovely verse with quaint beautiful characters for the sake of acquiring a given vocabulary or of becoming familiar with material to be read in some other grade.

The episode of Little Bo Peep, a maiden with such a charming name and in such sad plight was elaborated by trumped-up trips to all her friends in order to relate her woes. One quite loses sympathy for her by the time she has moaned out her story to so many. Her characterization is entirely destroyed and the verse is given an unfair, prejudiced setting.

We should not resort to children reading aloud material that is already entirely familiar to all the listeners while all are held to keeping the place in the text.

There is no need for poor reading of choice ideas nor oral reading with studied inflection.

There should be no testing of literary masterpieces by fact questions. "What color was Cinderella's dress?" Does it matter what color it was? All that matters is that Cinderella's ball dress was the most beautiful dress one can imagine. What is the answer? It can't be the same for everyone even if the book does say silver, gold, or what not.

There should be no mistaking the knowledge of the facts in a poem or a story for an appreciation of the story.

The practices just stated will fall into disuse and disrespect, but there will be a growing number of expressed judgments and tastes of children such as the following:

"Yes, that is a good book. We had it in the kindergarten. Please read it again."

"That is a good book for grown people as well as children. It makes my father laugh."

"This book was too sad for me. I didn't finish it."

"I made my mother tell me parts of this because I couldn't read all of it but it is good just the same."

"My *Bible Story Book* has a picture of men building a temple. That is why I brought it. It will help Judith with her church."

"We ought to have a book in this room about stones."

If we accept hearty enjoyment of books by our children as a high aim we will not be deluded into thinking that literary taste is some illusive intangible sort of thing which so-called highly educated adults talk about and children do not share. We will think of literary taste as the result of healthy curiosities at work. We will acknowledge that books are not substitutes for life; they merely supplement it. We will have a greater hope of sending, from our elementary schools at least, children who are not slaves to mass judgement and mass taste but individuals with a right to their own opinions concerning the records of human endeavor.

Opportunities for Number

ELEANOR TROXELL

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THE dictionary definitions for the word significant are: serving as a sign or indication; important; more strictly, important for what it indicates, but also often, important in its consequences.

From these definitions, then, we judge that it is not only important to consider what the classroom activities of kindergarten and primary grades indicate, but also to what they lead in consequences.

First of all, let us decide what are classroom activities in number. Or, what opportunities are there for number in the classroom? In order to receive at least a partial answer to this question several lines of investigation were carried on.

1. One hundred records of kindergarten children were read to discover the different kinds of number experiences in which children had the opportunity to participate when there was a free enough organization for them to choose their own activities and materials.
2. Notes were taken during a number of visits to nine private schools in New York City, where children had a great deal of freedom in planning and in executing their own plans. These notes indicated any type of number activity engaged in, together with the number process involved.

Kindergarten and first three grades were included.

3. Public schools were selected from all over the country, eleven in number, and the teachers asked to fill out a blank giving the number experiences of children in their rooms for two weeks, one column of the blank being used for child-initiated activities, another for teacher-initiated. These public schools were in different types of communities, and were situated in north, south, east, and west sections of the country, in order to be representative of the country at large, and to secure as many types of experiences as possible.
4. The Binet and Kuhlman tests were examined to discover what number experiences children were tested upon, these being indicative not only of what children should have at certain ages, what they should be capable of, but of with what they would be likely to come in contact.

The investigations of the one hundred records showed the following uses for number in kindergarten:

1. A. Comparisons
Trying chairs to see which fitted him
Comparing lengths of blocks to see which would fit side of wagon child was making—"Dis too small"

B. Counting

Frequencies

"I made two flowers.".....	2
"I'll pick up one nice plate for you.".....	1
"We got one piano at home.".....	1
Counted dandelions to four.....	4
Teacher helped children count in a group.....	8
"There's only two in it." (Two pictures).....	2
"My mother read me one. (One song).....	1
"I can stand on two feet.".....	2
"I've had only one cold so far.".....	1
"I want one." (One piece of cake).....	1
Choosing for a game—"I want two more".....	2
Counts to 9 with others.....	9
"Here I got three strawberries."... ..	3
Chose two children to skip with him.....	2
"I have one doily here.".....	1
Showing things made—"I made one.".....	1
"Here are four pennies for my milk.".....	4
Child making wagon. "You count the holes and I'll count the pins." Child says, "We need 5 pins." The other child says, "I have 5 ready.".....	5
"One child knows how to tell time.".....	1

C. Use of dates

"Well, its March 12; not very far away—and I'll be five then."

D. Estimates

Estimates length of board required for the side of his house.

Brings board to make sides of wagon. "They are too long."

E. Grouping

"We can *both* get in."

F. Linear measure

"My leathers are this long." Showing with fingers.

Measured two feet in wood to make a loom.

G. More

"In a fast train we can have more children." Teacher asked if she wanted two more. "No, more, five or six."

H. Place

"I certainly am going to be the last one."

"Turn the seesaw upside down."

"Let's go high."

"This is a rope to skip over."

"Stretching up, going up, going up, going up."

I. Size

"Dis too small."

"It's such a little wagon."

"We didn't make a big noise, did we?"

"I got bigger leathers than yours."

"Billy drinks from a big cup."

"That's a big hole."

J. Space relations

Pulls girl's hands over her head, saying

"Under."

"Barbara is the baby and must sit in the middle."

K. Terms

"No *more* children need *any* napkins."

"*Everyone* has a napkin."

L. Time

"I'll be ready first."

"I want to look in *once* more."

"I will find it tomorrow."

M. Sense of weight.

"I can lift you. I can lift the two of you."

2. Investigations in the private schools of New York revealed these uses for number.

A. Ages

"I'm nearly five years old."

B. Clock

Brought clock dial from home. Set hands at time to go to bed—8:15

Another child at—8:00

Any half hour

C. Combinations

"If you had two apples and I had one, how many?"

2 and 1 are 3

3 and 2 are 5

Putting chairs together

6 and 2

8 and 1

9 and 11

Counting fish in different bowls

7 and 2

9 and 1

Asking for combinations on board

1 1 2 2

1 2 1 2

Frequencies

D. Counting	
1-3 "I want three people in my game."	7
1-4 "We have four bottles of milk."	6
1-6 "There are six children absent."	2
1-7 "There are seven fish in the bowl."	1
1-8 "I want eight soldiers."	1
Just for fun, to compete with others:	
1-13	1
1-21	1
1-10	1
1-52	1
1-100	1
1-179	1
2's to 100 beginning with 1	1
2's to 100 beginning with 2	3
5's to 100	1
100 to 1000	1
E. First, second	
"Are we going to the third floor?"	
F. Fractions	
An apple cut in half	
"Two halves make a whole one."	
"Four halves make two whole ones."	
G. Grouping	
"We both can get in."	
H. Left, right	
"This is for my left foot."	
I. Linear measure	
Measured rug two feet.	
J. Money	
"Here are four pennies for my milk."	
"I'll have a nickle back, because milk is not a quarter."	
K. Recognition of figures	
Made combinations on board to 10	
Looked at calendar—"Christmas has a 2 and a 5."	
L. Space Relations	
Cutting a Jack o'Lantern—"I'll put the nose in the middle."	
M. Writing symbols	
Counted my buttons. Asked to put figures on paper.	
Child copied.	
First Grade	
A. Counting	
Pictures:	
1-2	
1-8	

Frequencies

1-31	
1-57	
Children	
1-25	3
1-10	1
1-6	1
Bouncing Ball	
1-50	2
5's to 100	1
10's to 1000	6
B. Construction	
Number books	
Rulers in sawing boards	
C. Combinations	
Used calendar numbers	
Manipulated them as high as 18	10
Combinations to 10	5
D. Money values	
"Five bottles of milk. Each one costs 5 cents. They all cost \$0.50."	
"10 dimes make one dollar."	
"20 nickels make one dollar."	
E. Size	
"Make a little house."	
"Some people are tall and lean."	
F. Subtraction	
9 9	
-4 -5	
G. Symbols	
Child takes a pack of number cards and says them over to herself.	
H. Writing figures	
Need 19 bottles of milk. Learn to write that far.	
Then to 50 for fun.	
Copies figures from calendar for fun to 31.	
3. Binet and Kuhlman Tests revealed these demands for number concepts.	
Binet Kindergarten—4-5 years	
A. Age—give age.	
B. Comparison—Compare lines.	
C. Counting—Count four pennies.	
D. Digits—Repeat four, mixed order.	
E. Discrimination—Circle, square, triangle.	
F. Geometric—Copy square. Put divided rectangle together.	
First Grade—6 Years	
A. Counting—13 pennies	
B. Money—Recognize nickle, dime, penny, quarter.	
C. Time—Afternoon or morning.	
Second Grade—7 Years	

A. Digits—Repeat 5 digits, mixed order.
Repeat 3 digits backwards, mixed order.

B. Geometric—Copy diamond.

C. Right, left. Know fingers on both hands.

Third Grade

A. Counting—Count backwards from 20.

B. Direction—Find ball in field.

C. Money—\$1.00, .50

Kuhlman

Kindergarten—4-5

A. Comparison—Compare two lines.

Tapping blocks in irregular order.

B. Counting—Count four pennies.

C. Digits—Repeat 3 digits, mixed order.

D. Discrimination of forms

E. Geometric—Tracing a square keeping inside line. Copy square.

First Grade—6 Years

A. Counting—Irregular series or 4 to 6 taps.

B. Right, left. Raising right hand. Showing left ear. Showing right eye.

C. Time—Morning or afternoon.

Second Grade—7 years

A. Counting

Fingers on right hand

Fingers on left hand

Fingers on both hands

B. Digits

Repetition of 5 digits, mixed order

Repetition of 3 digits backwards

Third Grade—8 years

A. Counting—Backwards from 20 to 1.

B. Place

Center of square

Upper right (left) corner

Middle of left side

Lower right corner

Middle of upper side

Middle of lower side

C. Stamps—Place before child to test knowledge of value.

4. The investigation of the public schools, revealed most of the same types mentioned above, showing that even with larger groups of children, in a more formal situation than that of the private schools, it is possible for children to recognize number needs, and to meet these needs themselves, as indicated below.

A. Counting—First Grade

Pages in a book

Number of days in November

Number of lilies in bloom

Poems learned

Children needed in a game

Bouncing ball

Characters needed in playing a story

Keeping score in games

New books

Pictures for a movie

Days a child is absent

B. Combinations

Scores in games

Seven children needing books. Child

has five. How many more needed?

Playing store

Construction

C. Measuring boards for book shelf

Curtains for a movie

Circles for sunbonnets for a play

Boxes for materials

Cards for sign in a store

D. Money

Cost of lunch

Of new shoes

Dimes, nickles, pennies spent for lunch

Bank deposits

Making change in store.

E. Recognition of figures

Telephone numbers

House numbers

Calendar dates

Pages for reading

Figures put down for measuring boards

Numbers on locker keys.

F. Time

Time to come to school, to go home, etc.

Minutes late.

In reviewing these number activities arising in natural situations, what shall we say of their significance? What do they indicate?

1. That children have number experiences before ever coming to kindergarten, and hence that these experiences should not be ignored.
2. That there are many more opportunities and possibilities for number experiences

in kindergarten and primary grades than we had supposed.

3. That these possibilities and opportunities come when there is that living together which promotes freedom of desire, thought, and activity.
4. That the kindergarten and primary grades are the place for experiences in many types of number, that distinct number concepts may be built up in situations where they are needed, thus avoiding the attaining of number facts devoid of meaning.

to go on with the counting of the bounces.

A first grade had a vegetable store. Different children worked with one another each day to become proficient in making change.

Second grade children drilled one another in counting by 2's in order to better read the thermometer.

Some third grade children willingly spent long minutes drilling on multiplica-



ARITHMETICAL KNOWLEDGE, ALSO, IS WEIGHED IN THE SCALES

And what of drill? Has it no place? No significance? Drill has just the significance that any other activity has when it comes in response to a need. Six children in one kindergarten were bouncing ball. They tried to count the bounces, but failed. Another child said, "This is the way to count." Over and over those six children repeated the counts to 20 until they were sure enough

tion tables because they wanted to be able to compute the cost of supplies for their school. Therefore, whether the activity be drill, construction, or play, the really significant phases in number are those arising from children's own interests and needs. It is just as important that children be given opportunity to feel and satisfy number needs as it is that they be given opportunity to

feel and satisfy reading, language, or writing needs. They live in a world full of number needs. Their mothers must measure; their fathers must manage money; the car driver must count; they, themselves, must use it in their games, in their store experiences, in their constructive work.

Whatever number experience or activity comes within their comprehension, interest, or power to master, that ex-

perience or activity has significance because it opens up new fields of conquest, investigation, or experimentation, and these three always bring in their train the desire to conquer, the exhilaration of mental activity, the willingness to wait for results, a respect for work, and joy in accomplishment. These are the consequences of classroom activities when they arise from children's own interests and needs.



THE CHART TELLS "HOW MUCH" OF EACH INGREDIENT



EVERY KIND of child has a right to find out what God gave him and to develop it to the utmost degree.

—Henry Suzzallo.

Learning to Write

J. MARIE KELLAR

Monument School, Trenton, New Jersey

I HAVE learned certain principles of education. Foremost in my mind are those of creative expression, individuality, purpose in expression and purpose in drill. Before I begin work with the thirty-five or forty potential thinkers allotted to my care, I must become acquainted with *them*. I must know certain specific facts about them before I can apply the foregoing principles to the teaching of definite subject matter laid down in my course of study.

I believe that these principles are no respecters of subjects but that they remain constant and applicable to every subject which I am required to teach.

As a classroom teacher I have certain things prescribed by my board of education which I must do. I must attain the grade standards laid down in my course of study, with normally minded children, in the allotted time. A relative attainment must be made for all of the group according to native ability. But I have freedom in choosing the type of procedure and opportunity to apply the principles which have been stated in the presentation.

In handwriting I must know the needs of my group and individuals for expressing ideas or for communicating. We have a system of letter forms adopted by the board of education, but a Course of Study in Handwriting is the reference and guide in questions of method. If I have an idea of my own, I am en-

couraged to confer with my principal and supervisor. We consider the plan and evaluate it. If it stands the test of inquiry, I am free to use it. You see I am not held responsible for following the dictates of any published system of writing and need pay no attention to any specific methods which include ovals, push and pull, movement drills, counting, etc.

After discovering the desires, interests, and needs of individuals, I give such help and instruction as are dictated by them, grouping the children whenever group needs are apparent. Often individual instruction is imperative.

The general objective to be attained in handwriting teaching and learning is constantly before me. To develop sufficient skill for individuals to write legibly, easily and rapidly enough to meet present needs.

Briefly stated the objectives to be attained in early grades are as follows:

Grade I—Pupils' own names.

All figures—for an Arithmetic requirement is that first grade children be able to write numbers to one hundred.

Any writing necessary in their own individual activities.

Grade II—All figures and numbers needed in Arithmetic.

All writing demanded in Spelling, English, and other necessary school activities.

Any writing desirable or necessary in their own individual activities.

Copying of script material suited to their comprehension and need.

Habituation in the use of the tools of writing is encouraged by attention to the habits of individuals. I help individual pupils to overcome awkward or unhealthful positions by studying their physical make-up and adapting general rules to specific need. All my children need not be forced to assume an ideally perfect writing position.

While objectives remain constant, I try to encourage thinking on the part of the individual by the attention which I give to his individual expression. He indicates his need or desire and I am keen to show him how to express it in an intelligible fashion. Quite as often the help needed is in English as well as in writing.

We have no requirement which says that every child shall write exactly the same thing at the same time. It frequently happens that in a group of ten or twelve children no two are attempting to write exactly the same thing. Certainly no two are apt to require drill or special practice upon the same thing.

But what do I do when a child seems to have no need, no desire, no interest, and no ability along writing lines? Shall he fail to learn to write because he does not reveal to me that he has anything to express?

Winfield had been in first grade a year, but could not write his name legibly. Early this year he coveted the honor of being *Color Bearer*, and the class consented. Each child who had assumed a specific duty for the month had written his name and tacked it on the bulletin board, opposite his particular work, for information.

There were several other children in the class who were eager to carry the flag, and when they discovered that Winfield's name did not appear on the

bulletin board, first one and then another told him that someone who could write his own name should be *Color Bearer* or else they wouldn't know whose duty it was. Then they came and told me.

By the end of the week Winfield realized that he would have to write his name or give up the joy of carrying the flag.

Of course he wrote his name—but first name only.

The day that he accomplished this, his sister came in after school to inquire about Winfield's progress. I showed her his name on the bulletin board and told her how pleased we all were because every one could read it.

Evidently she reported to the family at home, for the next morning, with a face that shone, Winfield asked me for a copy of his last name.

Winfield has had several kinds of incentives and while his progress is not startling, he has a pride in accomplishment that he could not have before he had achieved anything.

Harry is a very different problem. No stimulation that I had supplied, contempt nor pity from his classmates seemed to arouse in him a desire to write, and before leaving first grade he must know how to write his name. I had to write his name for him whenever it was necessary to have it for identification.

One day when he asked me to write it for him, I said, "I cannot do it any more. That is your work. You will have to do your part. Tomorrow morning, when you come in, ask me to show you how to write your name."

That is still his assignment every morning. But I have to see that he "sticks to it."

The Kindergarten Work Period

FRANCES M. BERRY

Kindergarten-Primary Supervisor, Baltimore, Maryland

THE three R's have come silently into the kindergarten and taken their place among the blocks and crayons, the plasticene and the paint. They are seen but not stressed, and when the kindergarten children enter the first grade the three R's are not unfamiliar, there is a background of pleasant experience on which to base the new relationship.

From the work period in the kindergarten grow the more developed activities in the primary grades. The same habits, technics, and attitudes are being nurtured. The varied phases of reading, number, spelling, and the other total subjects with their roots in the kindergarten are given continuous development.

The importance of the work period is recognized by its placement on the program and the amount of time allotted to it.

It is the first or next to the first period of the day. The children come from home, fresh and full of ideas. Their energy is not curbed nor are their ideas kept in confinement. After greeting the teacher and putting away their wraps, they at once go to work. At the beginning of the school year the teacher must be the Director of Energy and the Instigator of Ideas. The skilful teacher will place suggestive material in sight and convert exuberant activity into valuable channels. As time goes by and the children develop initiative and independence, they go directly to the

work table, store closet, or locker for their materials and carry out their plans with less teacher-guidance.

A forty-five to sixty minute period allows time for the completion of a unit of work not only worthwhile in itself but leading to other activities and calling for further development.

In some schools it is necessary for the teacher to conform to the building schedule of "opening exercises," and the work period must be postponed. Under this régime the children play with toys and apparatus till time for the opening exercises. When the school bell announces the end of this short period, the children at once go to work on that which has special interest.

One of the most important growth-producers is the "checking-up" period which follows the work period either before or after materials are put away. This is the time when the children judge their own products and submit them for the helpful criticism of their co-workers. It is sometimes advisable to have a "checking-up" period preceding the work period if some time has elapsed since the children have been at work on their problems. Such discussion will recall original plans and awaken former interest.

The following is quoted from my article appearing in the *Baltimore Bulletin of Education* for January, 1927:

Let us note in some detail the activities going on in one kindergarten during

a work period. One group of children was at the table near the clay jars. Each had on an apron and when another child joined them, a little boy said, "You must get your apron if you're going to play with clay." Two boys were at the workbench. One was making a wagon of a box and button molds; he was using the vise quite skillfully. To the boy nearby, who was putting a leg on a table, he remarked, "If you use this thing," pointing to the vise, "you could do it better. I'll show you." The teacher, hearing, said, "This is called a vise," and the second child became acquainted with another tool and its name. A group was at work with the large blocks, a toy store being under construction. The problem on hand was that of making shelves which would stay up and hold the toys which others were making. A satisfactory solution was reached without the aid of the teacher before the period was over, and they began on a counter. Other activities noticed during this period were easel painting, drawing pictures in books previously made, making books, sewing doll dresses, constructing baskets, keeping house, and building with other blocks.

On a signal, each child stopped and looked up. "It is time to put our work away. All of you who have finished or who have something new to show may bring it with you. The others may put theirs in their lockers to work on another day." The children responded quickly and quietly and, when they had put away their surplus material and scraps, came to their places before the teacher with the piece of work they had finished. "Before we look at all these things, let

us see if the room is in order. If anyone sees anything that needs to be done, we'll wait."

Here is listed some of the learning, which may be supposed to result from this type of work:

- Learning where material is kept
- Getting own material
- Becoming responsible for material,—getting out, putting away, careful handling, economical use
- Planning work
- Holding plan or idea until time arrives to execute it
- Working on it until completed
- Asking help when needed
- Not asking for help when not needing it
- Helping others
- Working quietly
- Working neatly
- Working at worthwhile things
- Learning through experimenting
- Learning through reasoning (as the children's making the shelves)
- Need of aprons, learning to put them on
- Need of paper to keep tables clean when painting, pasting, using clay
- Moving quietly, carefully, slowly, when carrying water, etc.
- Place for everything
- Suitability of material to be used
- Satisfaction in growing power and skill
- Use of broom, dustpan, waste basket
- Responsibility for self and respect and appreciation for one's own and another's work
- Cooperation
- Acquiring a certain amount of technic in handling tools
- Acquiring a certain amount of technic in work with clay, paint, crayons
- Learning names of tools and materials
- Joy in finished product
- Pride in and responsibility for the appearance of room
- Raising standards of work, quality, neatness, arrangement (developed largely through the period for discussion)

Excursions in the Primary Grades

MILDRED MILLER

Kindergarten-Primary Supervisor, Cleveland Heights, Ohio

NOW that education recognizes activity as an essential factor in growth, it is necessary for the school to make use of purposeful activity in the development of children. Since excursions give an opportunity for natural

a two-fold purpose; first, to discover more fully just what the excursion will contribute to child development; second, to help teachers to utilize excursion activities in planning their work.

Social background. Cleveland Heights is a suburban city with a population



"THERE'S A BROOK DOWN THERE," SAID KATHARINE

purposeful experiences as well as opportunity to vitalize and vivify subject matter and provide situations for dynamic conduct, it was thought wise to make a study of excursions in order that we might have some definite tabulated data on what children learn through excursion experiences.

Purpose of the study. This study had

above 30,000. The children come from families living in comfortable circumstances. The fathers of the children are business men, professional men, and small tradesmen. Practically all of the mothers have some interest outside of the home such as church work, civic league, music and literary clubs, parent-teacher associations, and study classes

which occupy part of their time. In many instances both parents are college graduates.

All children come from American families. The homes are either apartments or single houses. There is one maid in fifty per cent of the families, while many of these families will add another maid or nurse and a chauffeur. Many of the children leave the city during the summer months, going to the sea shore, mountains, farms, or nearby summer homes.

Procedure of the study. The curriculum for the Cleveland Heights public school system is largely an activity curriculum so no change was made in our program, since we use the excursion activity freely in our system. Participating in the study were 120 children in the first grade; 66 in the second grade; and 163 in the third grade; ranging from 80 to 142 I.Q. The following excursions were taken in the order in which they are given below:

First Grade: Flower Shop, Natural History Museum, Library, and Farm.

Second Grade: Flower Shop, Natural History Museum, Market, and Bank.

Third Grade: Flower Shop, Natural History Museum, Historical Museum, Bank, Manual Art Exhibit at the Cleveland Kindergarten-Primary Training School. This exhibit stimulated the study of Arabian life and aroused an interest in musical instruments which led to creative music.

The excursion project had a definite place on the daily program but never crowded out the time given for reading, number, spelling, music, language, and manual arts. However, in many instances the excursion projects gave material that was used in spelling, oral and written language, nature study, manual

arts, reading, and music. As a rule the first thirty or forty minutes in the morning session was given over to the excursion project.

In so far as it was possible the children's responses in the morning sessions that related to the excursion projects were tabulated under the following headings: Verbal and written expressions, nature study, social studies, manual arts, music, reading, number, dramatic, information, desires, satisfactions, criticisms, habits, leadership, and future plans. The tabulation of each response shows whether it was spontaneous on the child's part or teacher directed.

The following accounts of excursions will give the reader some idea of the (1) relation between children, teacher, and people of institutions visited; (2) opportunity to study children through their own responses, and (3) the original form in which the data were collected for tabulation from which the tables were made; (4) also show that the excursions enlarge community experience by providing vivid first hand experience with real objects, persons, and situations: as well as stimulate the pupils to elaborate and reflect upon their experiences from many angles and in many connections.

THE LIBRARY

Grade I A

One snowy morning early in January we started for a visit to the public library. The children were eager to go so we left early in the morning.

We crossed the ravine and though we were cold, we stopped to look at it for it was beautiful. "There's a brook down there," said Katherine. "I don't see any," said Adelaide, for it was all covered with snow except a small bit of open water where the ice had been broken away. Then from Adelaide, "Oh, do you mean that water spot?"

When we entered the library we were invited to take chairs and to take off our wraps, which we put on the backs of our chairs.—“Just like big folks,” said Leona.

place in a book when they had finished reading Leona said, “I use cloth for a bookmark,”—Billy said, “I use the paper on the outside” (meaning the cover). “I remember the number,”

TABLE I
PER CENT OF CHILDREN IN RELATION TO PER CENT OF RESPONSES

<i>First Grade</i>		
<i>Ability Group</i>		
131-142	2 per cent of number of children gave	6 per cent of all expressions
111-130	31 per cent of number of children gave	40 per cent of all expressions
91-110	60 per cent of number of children gave	51 per cent of all expressions
61-90	7 per cent of number of children gave	3 per cent of all expressions
<i>Second Grade</i>		
131-142	10 per cent of number of children gave	18 per cent of all expressions
111-130	57 per cent of number of children gave	56 per cent of all expressions
91-110	32 per cent of number of children gave	26 per cent of all expressions
<i>Third Grade</i>		
131-142	7 per cent of number of children gave	12 per cent of all expressions
111-130	68 per cent of number of children gave	70 per cent of all expressions
91-110	22 per cent of number of children gave	17 per cent of all expressions
61-90	3 per cent of number of children gave	1 per cent of all expressions

TABLE II
PER CENT OF EXPRESSIONS IN ABILITY GROUP 131-142

<i>Third Grade</i>		
	<i>per cent</i>	<i>per cent</i>
Manual Arts.....	0.7	Number..... 11
Dramatic.....	5	Verbal..... 14
Written.....	5.1	Music..... 15
Spelling.....	9	Nature Study..... 25
Reading.....	9	Satisfactions..... 8
Social Study.....	9.1	Habits..... 8
		Future Plans..... 9
		Desires..... 11
		Leadership..... 11
		Criticisms..... 12
		Information..... 15
		Suggestions..... 20
<i>Second Grade</i>		
Social Study.....	5	Written..... 18
Manual Arts.....	9	Verbal..... 20
Reading.....	9	Number..... 22
Spelling.....	9	Nature Study..... 25
Dramatic.....	13	Desires..... 15
Music.....	15	Habits..... 15
		Criticisms..... 18
		Satisfactions..... 18
		Information..... 19
		Suggestions..... 20
		Future Plans..... 24
		Leadership..... 29
<i>First Grade</i>		
Verbal.....	2	Social Study..... 15
Number.....	2	Reading..... 19
Manual Arts.....	2.5	Criticisms..... 1
Dramatic.....	10	Future Plans..... 1
Nature Study.....	14	Information..... 7
		Satisfactions..... 8
		Desires..... 9
		Leadership..... 10
		Habits..... 12

The children's librarian told the children the library belonged to them and their fathers and mothers and talked to them about the care of books. Upon being asked how they kept their

said Adelaide. “I use paper,” said Morley. Then Kenneth said, “We have enough books at home so my mother doesn't use this library.” The librarian spoke about not turning down the

TABLE III
PER CENT OF EXPRESSIONS IN ABILITY GROUP 111-130

<i>First Grade</i>		
<i>per cent</i>	<i>per cent</i>	<i>per cent</i>
Social Study..... 11.5	Reading..... 21.5	Satisfaction..... 27
Nature Study..... 13.5	Verbal..... 23	Desires..... 32
Music..... 13.5	Dramatic..... 24	Habits..... 43
Manual Arts..... 20	Future Plans..... 21	Criticisms..... 47
Number..... 20	Leadership..... 27	Information..... 48
<i>Second Grade</i>		
Manual Arts..... 21.5	Music..... 30	Future Plans..... 53
Reading..... 25	Nature Study..... 34	Leadership..... 54
Spelling..... 27.5	Dramatic..... 34.5	Criticisms..... 56
Written..... 28	Social Study..... 45	Satisfactions..... 56
Verbal..... 28.5	Desires..... 47	Information..... 59
Number..... 29	Habits..... 50	Suggestions..... 61
<i>Third Grade</i>		
Music..... 29.5	Number..... 37	Criticisms..... 69
Nature Study..... 31.5	Social Study..... 38	Information..... 72
Verbal..... 33	Dramatic..... 38	Leadership..... 72
Spelling..... 34.5	Written..... 39	Future Plans..... 75
Manual Arts..... 36	Suggestions..... 58	Habits..... 75
Reading..... 36.5	Desires..... 66	Satisfactions..... 77

TABLE IV
PER CENT OF EXPRESSIONS IN ABILITY GROUP 91-110

<i>First Grade</i>		
<i>per cent</i>	<i>per cent</i>	<i>per cent</i>
Reading..... 32	Nature..... 56	Criticisms..... 51
Dramatic..... 35	Social Study..... 62	Desires..... 53
Verbal..... 49	Music..... 70	Leadership..... 59
Number..... 54	Information..... 39	Satisfactions..... 61
Manual Arts..... 55	Habits..... 50	Future Plans..... 73
<i>Second Grade</i>		
Social Study..... 5	Written..... 26	Information..... 22
Nature Study..... 7	Spelling..... 36	Future Plans..... 24
Dramatic..... 18	Reading..... 41	Criticisms..... 26
Number..... 20	Manual Arts..... 49	Satisfactions..... 26
Verbal..... 23	Leadership..... 17	Habits..... 35
Music..... 25	Suggestions..... 19	Desires..... 38
<i>Third Grade</i>		
Nature Study..... 12	Dramatic..... 19	Future Plans..... 16
Social Study..... 13.3	Manual Arts..... 20	Leadership..... 17
Number..... 15	Spelling..... 22	Habits..... 17
Written..... 16.5	Music..... 26	Criticisms..... 18
Reading..... 17	Information..... 12.8	Desires..... 22
Verbal..... 18.5	Satisfactions..... 15	Suggestions..... 22

leaves to mark a place and Billy said, "Leaves means pages."

We were then told we could walk around the library and look at the books or things that interested us. "Where's the drawers with the cards in," from Adelaide. Then, "When you get a new book, how do you put the card in; these are fastened on shelves near by."

Many looked at the children's books on shelves near by—"Oh, this is about Christmas," from one. "Look how clean this book is," from Morley. "This one even has a patch on it," from Betty. Marvin said, "I want something I can read." "My, but somebody was careless

Ruth came along and said, "I want to learn to write my last name too, so I can get books." "I want to take some books back to school now," said Adelaide. "Can we take books home when we write our names? That's like my brother does," said Bobbie.

After staying longer than we planned we thanked Miss B. and started back to school. Of course they wanted to view the book again and to slide a little along the way. When we reached school and had removed our wraps several children went to the board, eager and anxious to learn to write their names. That afternoon many worked and the following day

TABLE V
PER CENT OF EXPRESSIONS IN ABILITY GROUP 61-90

<i>First Grade</i>			
	<i>per cent</i>		<i>per cent</i>
Manual Arts.....	2	Dramatic.....	6
Music.....	3	Reading.....	56
Nature.....	3	Criticisms.....	1
Verbal.....	3	Leadership.....	4
Number.....	4	Satisfactions.....	4
		Future Plans.....	5
		Desires.....	6
		Information.....	6
		Habits.....	9
<i>Second Grade</i>			
No ability group 61-90 on this level			
<i>Third Grade</i>			
Manual Arts.....	0.1	Reading.....	0.1
Verbal.....	0.1	Social Study.....	9.1
Written.....	0.1	Information.....	0.2
		Criticisms.....	0.4
		Desires.....	0.5

The very low per cent of responses show that this ability group reacted slightly to excursions. However, the slight response may be due to the fact that tabulators failed to get all responses made by the children. It also may indicate that children of this mental level might do better work if they had their own group organization and did not try to work with the children on the higher mental levels.

about this book," said Johnnie. Two boys had a large picture book of ships and were enjoying it together. "This is all about ships in the olden days," said Bobbie.

For twenty minutes or more they read or looked at books. Marvin walked over to the librarian and asked, "May I look at the cards?" Then after a few minutes, "Are these cards for first readers too?" "Well, this must be a good one" (meaning the file). Later, "Just where are they for first readers, so I can see the one to read first. There are so much books I can't tell what to read."

"If I could only write my name good, I might start this library," said Marvin. Just then

many a child had learned to write at least his first name. We have library cards ready for this difficult task to be filled in as soon as we learn to write.

Note: Tabulation on this excursion continued through the nineteenth week.

THE NATURAL HISTORY MUSEUM

Grade III B

Interest in the Natural History Museum was stimulated by Nancy's telling about her visit there to see the private display of natural history specimens brought back on the "Blossom," a ship which had just returned from a cruise in

the far Southern waters. Naturally, everybody wanted to see the things described, so we decided to take an excursion there.

The trip down and back was thrilling.

When we arrived at the museum everybody set to work listing things seen and making sketches for future reference: Miss H. and the guide were being constantly plied with questions. "What's that?" "Where did it come from?"

When the children were ready to leave, having made a complete tour of the museum, Miss H. surprised them by inviting them to see a lantern show about birds because the display of stuffed birds had seemed to hold their interest most.

After the tour, animals, birds, and other things in nature absorbed the children's interest.

A set of lantern slides about birds was made by the children, and each child prepared a report about his own bird. The information for these was obtained from reading various books and consulting a bird chart.

A few animals in the rodent group were also discussed in great detail. These included beavers, mice, rabbits, and squirrels.

The different types of collections which the children made were furs of animals, shells, stones, leaves, birds' nests, and stuffed birds. Our living things included our pet canary, gold fish, salamanders, a turtle, Mexican toads, alligators, various cocoons, and sprouting seeds started in different ways. Later two exhibits, Indian and Japanese, from social studies were added to the museum. In the Indian were blankets, bows and arrows, bowls, moccasins, and vases. The Japanese sand table was placed in it, also various articles from Japan, such as vases, parasols, robes, fans, kites, prints, and pictures. A library corner was added with such books as *The Bird Book* and *The Animal Book* by Thornton Burgess, *Learn to Study (Book I)*, *Nature's Program*, *Birds in Rhyme* and books relating to social studies, such as *Peeps in Japan*, *Red Feather*, and *The Japanese Twins*.

This excursion was far reaching in its outcomes, encompassing practically every field of activity.

THE FLOWER SHOPS

Grade II A

A few weeks before Christmas, during a conversation period, the subject of a Christmas party in the room arose. The children told of

parties they had had at school in previous years, and numerous suggestions for this year's party were offered. Naturally the question of room decorations arose. The children were anxious to have a tree, they had splendid ideas for decorating one. However, this was not encouraged for we wished to guide the discussion toward planning an excursion to the florist shop. Neither of the florists in our community had Christmas trees for sale.

The children spoke of decorations seen in store windows, trees, wreaths, plants, etc. This suggested wreaths for our windows. The discussion closed with the decision, that on the first clear day we visit the florist shops in our neighborhood; buying some wreaths in one, and a plant in the other. A poinsetta was the plant the children had in mind, but nobody knew its name. This information they expected to get from the florist.

The following Tuesday we took the trip. The class was divided into two groups. Each group saw the displays in both shops.

When we returned, the purchases were discussed. A poinsetta could not be bought, it was too expensive. However, a Jerusalem Cherry was an acceptable substitute. The children who had purchased the wreaths found they had made a poor bargain.

Building a flower shop was a natural outgrowth, for there must be a place to keep all the wreaths and flowers made. The children went to work in groups, one building the store from orange crates covered with paper, another making flowers, vases, etc. while a third group made the store furniture.

There were several interruptions in the work the week before Christmas. On some days no work was done at all. During the Christmas vacation the entire framework was taken down by the cleaning women by mistake. However, when the children returned, they still were interested in the activity and set to work to rebuild it. In the course of the activity, small groups and occasionally individuals found it necessary to go to the florist again, to solve individual or group problems. For instance, Laverence, Regina, and Leonard going to sketch the store front; Vera going to find out how many petals a poinsetta has.

SUMMARY

1. Excursion experiences enrich every tool subject.

2. Excursion experiences provide many accessory learnings: for example, leadership, cooperation, habits (such as found in *The Tentative Habit Scale* constructed by Dr. Agnes Rogers), and ability to initiate purposes and carry out plans.

3. Primarily the excursion may be designed for one phase of subject matter. Yet the excursion may be one of the chief means of integrating the entire field of subject matter.

In conclusion it may be said that the virtue of the excursion work lies in the interest which is aroused in the children and in the social cooperation developed. This type of work should increase intensity of individual action, should preserve individual differences, should train the power of self judgment, and should stimulate the habit of cooperating and putting one's powers at the service of others.

A VAGABOND SONG

BLISS CARMAN

There is something in the autumn that is native to my blood—
Touch of manner, hint of mood;
And my heart is like a rhyme,
With the yellow and the purple and the crimson keeping time.

The scarlet of the maples can shake me like a cry
Of bugles going by.
And my lonely spirit thrills
To see the frosty asters like a smoke upon the hills.

There is something in October sets the gypsy blood astir;
We must rise and follow her,
When from every hill of flame
She calls and calls each vagabond by name.

Pennsylvania School Journal

Bear Song

Words and music by KATHLEEN MALONE

Lightly

The day was so sun - ny. the day was so fair: I

Softly

tho't I'd go out and en - joy the fresh air. But what did I see, A -

Very deliberately

star - ing at me, But a great big old griz - zle - y bear!

The Kindergartens of Japan

ALICE E. FITTS

Brooklyn, New York

HOWEVER well one may be prepared by reading, by pictures, by movies, or by returned travelers, for things in the Orient, one does not find them just as one expected. They are somehow different and the "somehow different" factor is the living, breathing, moving humans who in crowds, in shops, and in personal contact portray or embody the Spirit of the East,—that something intangible but very real that must be reckoned with. In fact, this is the thing we have hoped to know more about

and which every fresh experience impresses upon us. The West outward, objective, in all it does; the East subjective, indwelling and silent. One's interest centers on observing and studying the people new to us. There is a Chinese saying that, "In innate qualities men resemble each other. In habits they differ widely." So we would seek for what is akin to life as we know it and strive for likeness and not difference, and yet it is the difference that interests us. When I came in daily contact with these strangers, some little homely situa-



THE MURAL DECORATIONS ARE IN THE MAKING

tion would reveal to us our common humanity, and then a smile, a look of understanding, would warm our hearts and unite us.

As a kindergartner I looked out upon this new world and sought for conditions among little children. Little children are differentiated into boys and girls all over the round globe, but in the East their treatment is quite different. One finds the boys in evidence but girls are secluded and not so free from the home.

In Yokohama, where we first touched land, I met the Japanese with whom I was already familiar in Hawaii. The straight-legged, healthy youngsters I knew on these Islands were up in the morning early, at the Village library before and after school, attending a language school after regular school hours and showing a fine alertness, vigor, and intelligence. But this is not so apparent

in their mother country. Japan does not furnish an open, life-giving environment as do the Hawaiian Islands with their bountiful larder and modern opportunities. Nevertheless, one need not belittle what is being done in Japan for the children. Japan is parental in its care and interest. All education is modern and social service is carefully supervised. Efforts are made to improve conditions but there is always the weight of inertia, of ignorance and stupidity. "Ignorance, custom, and error" Froebel calls it and we know what that means everywhere. But Japan is a modern nation, with leaders of fine intelligence and scientific training. System is everywhere apparent and one loves the order and beauty of this delightful country and its well-mannered people.

The government school system includes the kindergarten. I visited a



THE FOUR WALLS OF THE KINDERGARTEN ARE THE JOINT WORK OF ARTIST,
CHILDREN, AND TEACHERS



THE WALLS WERE PLANNED BY THE ARTIST ON THE TRAINING SCHOOL FACULTY

school that was without question equipped as well as any of our own. It seemed to me that the kindergartners, however, were settled down to a routine rather than doing creative work and I would have something done to help them. But Japan is not the only place where creative work is lacking. Only a person who has clear ideas of what little children need and are capable of doing, and therefore has definite ideas of what to aim for, should take up kindergarten work.

Kindergartens came to Japan through the missionaries sent to foreign countries. The first was in 1885, under the Presbyterian Church,—Miss Porter, now of Kyoto. Then in 1887 came Miss Annie L. Howe to Kobe and opened the now famous Glory Kindergarten. Let none of us say, "My work is of small account." To live faithfully, day by day, meeting problems as they arise and solving them

as far as in us lies, produces something that lives and is of value. Miss Howe came and began her work under similar limitations to all kindergartners, a doubtful constituency and not *over-enthusiastic on-lookers*. Now, at the end of forty years of service, she is still meeting the rapidly changing conditions and solving new problems. All of us know of Miss Howe but few have had the privilege of living with her and learning of the growth of the kindergarten ideas and her efforts for their realization in her adopted country. I presume that her motto is, if she is aware of one, "Meet the immediate need," for this is what she has done,—conducting a kindergarten, a mothers' club, a training class for kindergartners, leading church meetings, serving as president of the Japan Union of kindergartners and on committees, translating into Japanese Froebel's works, the *motherplay* and *Education of*

Man, collecting songs and stories,—speaking, teaching, leading, and serving, and all through the medium of a foreign language.

The foreign kindergartens, of which there are about 175, with (in 1925) an enrolment of over 3000 children, are united as a body under the Kindergarten Union of Japan. The Union has a yearly convention.

The nineteenth Report for the year 1925 contains reports from eight training classes and from affiliated branches, as well as kindergartens for children. Convention reports, included, indicate the similarity of kindergarten problems here and abroad and also indicate the educational progress Japan is making.

Parental education was reported on: At mothers' meetings Bible instruction is given and lessons in foreign cookery and the making of foreign clothes.

An excellent report was given on *Character Building in the Kindergarten*, by Etta Ambler. She touched upon individual causes of improvement, of the influence of movies, and the evidently extremely popular new hero, called "Shochan." Who is Shochan? "He is a small and dashing figure, with trusty sword or pistol,—who rescues maidens, slays beasts, and vanquishes ghosts. His accomplice is not such as Buster Brown had, a dog, but a knowing and most ubiquitous squirrel. The two are always coming out on top in their many amazing adventures." Question was raised as to whether this was good for the children. One kindergartner reported all Shochan books, etc. were banned by the authorities, but when scattered broadcast, I doubt if any control is possible. This paper presented problems that are universal at present.



THEY WERE PAINTED BY THE CHILDREN ON PAPER

Among other matters it was reported that Foreign Exhibits of Handwork were being circulated throughout the Union kindergartens and branches. I hoped in my heart that these inartistic things would repel the beauty-loving Japanese and so not influence them,—but who can tell?

What dress is suitable for the kindergarten? There were advocates of a

relation of the kindergarten to the family and home was discussed.

A report given on physical examination of children in an Osaka kindergarten stated that out of 100 children examined, 89 had diseased tonsils and 98 decayed teeth. The directing of parents' attention to these conditions was emphasized. I might well introduce here the ten articles of a health poster, but give only two:



THE WALLS WERE PUT UP BY THE KINDERGARTEN TEACHERS

uniform, of an official over-dress, also of foreign dress as comfortable and cheap. They spoke of the unsuitableness of the Japanese kimono and hakama as cumbersome and easily torn. Finally, it was agreed that each teacher should be left free to choose the dress which she liked best and was most comfortable in, provided the children could respect her in it.

"What stories and occupations are suitable to use in the education of kindergarten children?" The question of the

1. Health first! The most valuable thing in the world is your child, etc.

10. Things to avoid: When your child is ill do not consult your neighbor, go to the doctor. A pacifier harms the shape of the jaws.

It is more comfortable for your child to sleep in his bed than on his mother's back.

Keep sun from baby's eyes by a shade or in shadow of trees.

Other subjects under discussion were: *To What Extent Shall We Give Children of Kindergarten Age Training in the Fine Arts and Music? Shall We Do Away*

Will the Summer Holiday? Mental Testing and its Value.

I can but touch on the report of a lecture by Dr. Kurahashi on *The Trend of Present Education in the Kindergarten*. He spoke of too much attention being given to buildings rather than to the educational nature of the work being done and rejoiced in the growing feeling of the importance of the child. *The*

by our sentimentality. He spoke of the innocent play spirit of American children as they impersonate bears or flying birds. He contrasted these with Japanese stereotyped rhythm games. He urged that the aim be a strong, pure character in a strong body. He recommended kindergarten teachers to study the trend of education, not to be carried away by fashionable methods that might be un-



ANNIE HOWE, HER FACULTY AND STUDENTS OF THE GLORY KINDERGARTEN
TRAINING SCHOOL

teacher must believe in his possibilities. He said that present existing kindergarten methods were sentimental and instead of producing strong, self-governed children we were encouraging weakness

profitable in the education of the child.

One can see in these reports how alive to present day problems Japan is, and what earnest men and women are dealing with her difficulties.

The idea that boards of education and teachers must be natural enemies in order to further the education of children is no longer believed to be essential.

—*Nell E. Lain.*

The New and Notable

Meeting of the World Federation of Education Associations

The second biennial conference of the World Federation of Education Associations met in Toronto this past summer, August seventh to thirteenth. The World Federation was formed at the San Francisco meeting of the National Education Association in 1923. The first meeting was held in Edinburgh in 1925, and it was at that meeting that the Pre-School, Nursery, and Kindergarten Section was formed.

The meeting in Toronto was most successful; between four and five thousand delegates registered. The predominance of English speaking delegates was inevitable because of the place of meeting, but more than twenty foreign nations were represented. The presentation of the international aspect of education was thus made possible on many programs. For example, at one meeting the subject of discussion was *The Relation of the School to the Community*. The chairman was from China, and the speakers represented Mexico, Czechoslovakia, and India. At another meeting, *The Teaching of Geography in the Schools of the Nations* was presented by representatives from Canada, China, England, Germany, Hungary, Poland, Scotland, Wales, and the United States.

The meetings were held in the beautiful buildings of the University of Toronto. The hospitality of the Canadians was unbounded, and all the social functions were very informal, the kind one enjoys during the summer months. One entire day was devoted to an excursion to Niagara Falls, given for the official and oversea delegates through the courtesy of the Prime Minister and the Government of Ontario. A special train and electric cars were chartered for the guests. Luncheon and dinner were served in two beautiful parks and the day ended

with a moonlight sail across Lake Ontario. All day long one had informal and enlightening intercourse with peoples from other lands.

The meetings of the Pre-School, Nursery, and Kindergarten Education Section met in a conference room in University College. The informal arrangement of chairs around a long table lent itself to discussion. However, the sessions were so well attended that the fifty chairs originally provided had to be increased to over one hundred and twenty-five in "concentric ovals" before the sessions were over. Dr. Blatz, Director of the St. George's School for Child Study, of the University of Toronto, was Chairman. His introduction to the papers and his leading of discussion were most stimulating and many took part. The kindergarten field was well represented by the Canadian group and the delegates from the United States. Everyone was happy to have Lucy Wheelock speak for the kindergarten in her own inspiring manner. The program for all sessions appeared in the September issue of CHILDHOOD EDUCATION

The Ontario Kindergarten Association gave a delightful tea to the Pre-School, Nursery, and Kindergarten Education delegates.

The deepest impression made upon one at a World Conference is the sense of friendship with people from other lands. In the social gatherings, at informal lunches, on the excursion to Niagara Falls, one found oneself discussing the League of Nations with an Englishman, high school education in Japan with a Japanese, the superiority of eastern culture with an East Indian, and the progressive aspect of the Infant School with two little teachers from Cambridge, England. This contact with "neighbors" was

even more enlightening and humanizing than listening to speeches or taking part in discussions. It makes one realize how most experiences in life tend to make one provincial; "International Mindedness" must be cultivated. Teachers must have opportu-

nity to overcome prejudice to lead the children of the world into "paths of peace."

JULIA WADE ABBOT,
Secretary of the Pre-
School, Nursery, and
Kindergarten Section.

Meeting of the Department of Kindergarten-Primary Education of the National Education Association

Two sessions of the Department were held on July fifth and sixth in Seattle, Washington. The first session was concerned with *The Nursery-Kindergarten-Primary Span*. The program offered was an exceedingly stimulating one and was enthusiastically received, education of the young child as a continuous process being the central thought.

Frank S. Willard, assistant superintendent of schools, Seattle, Washington, spoke on "The Significance of the Increasing Emphasis on the Education of Young Children."

"Froebel was not a scientist, but the kindergarten doctrines were in fundamental accord with scientific thought. The way was opened for the primary grades to look child-life fairly in the face and discover there the springs of growth, fed by the same spirit that enlivened the kindergarten. A basis for the reconstruction of general education was found. The new educational philosophy applies the principle of self-directed activity and social cooperation. The primary grades have taken the initiative in putting into practice this interpretation of education, and the intermediate grades are following their example. Social situations are created and pupils share in the solution of problems. There is no place for a dictator. Things must be thought out. There is growth of personality and there is the liberty of self-control."

Helen Christiansen, director of Nursery-kindergartens, Golden Gate Association, San Francisco, California, gave an address on "The Nursery School Child and His Needs."

"It is the opportunity of the nursery

school to discover what may be considered a high plane of living for the two and three-year-old through a scientific study of the child's needs. The ultimate objective is that of freeing the individual by making it possible for him to meet his own needs. By the cooperation of the mother, the nursery teacher, the kindergartner, and the primary teacher, a sliding scale may be used which registers the constantly increasing proportion of needs being met by the child for himself. As our children go from the nursery school into the kindergarten and primary grades, the sliding scale is still needed. It should now register the fact that children are finding more and more needs for themselves. It is highly essential for us, as teachers of young children, to work together in close cooperation in the adjustment of our sliding scale to the end that a high level of living may be maintained for each child from year to year."

Mary Dabney Davis was to have spoken on "The Kindergarten—A Link in the Steady Development Plan," but was unable to be present. In order to complete the unit Julia L. Hahn, president of the Department, spoke briefly as follows:

"When the kindergarten began to be accepted as the first step in elementary education, the search-light of scientific research was turned upon its procedures. Modern psychology and child study demanded a re-organization of kindergarten and primary grades, and as a result emphasis was placed upon the unification of the two. The emphasis was shifted to the child

and less upon the teaching process—more upon the learning process. The nursery school, even though not yet generally established in public schools, was accepted in spirit, and has made parents and teachers conscious of education as habit formation. The kindergarten welcomes the nursery school child, builds upon the nursery school training, leads him a step further along his line of growth, then sends him on to an understanding primary teacher, who consistently builds upon the same principle."

The theme of the second session was *Outgrowths of a Unified Activity Program for Young Children*.

J. L. Meriam, professor of education, Southern Branch, University of California, Los Angeles, California, presented an address on "A Study of the Interests and Activities of Children." It was introduced with two theses:

(I) "Parents and teachers fail to provide children and pupils with occupations called for by their natures and their needs; fail—not by reason of indifference but because of a lack of understanding and appreciation of child life. (II) Parents and teachers

should generously provide little people with opportunity to be far more active in doing—in contrast with the emphasis usually given to learning.

"Child life is one of doing, primarily, and learning only secondarily. Children's interests and activities must not be sacrificed in helping them acquire the three R's. Though child life is one of play to a very large extent, children are not adverse to work. Work is not unnatural to children but it must be suited to them. The curriculum from kindergarten to college should consist of a good balance of wholesome play and vigorous work, commensurate with real life."

Articles presented by Helen Reynolds and Mildred Miller appear in this issue.

The following officers of the Department were elected: *President*, Eleanor Troxell, Kalamazoo, Michigan; *Vice-President*, Elizabeth Hall, Minneapolis, Minn.; *Secretary*, Elizabeth Brugger, New York City.

FRANCES M. BERRY,

*Secretary, Department of Kindergarten-
Primary Education.*

Child Development Program of the American Home Economics Association

A very important place was given to the consideration of problems of the preschool child during the twentieth annual meeting of the American Home Economics Association, held recently in Asheville, North Carolina. Dr. Douglas A. Thom spoke on the general program and also conducted a round-table on the Mental Health of the Child. At an afternoon session devoted to a discussion of the question *Child Development and Parental Education a Responsibility of Public Education in Home Economics*, reports were made on the training of teachers for this field and on the programs for adults and for high school girls.

Among topics presented at other sectional meetings were *A Problem from the Point of View of Home Management and Child Care* which formed part of a general consideration of topic *Problems of Married Women Entering Paid Work and Projects in the Feeding of Preschool Children*, which was discussed at a round-table on Health Education.

These papers, together with the report of the field worker in child development and parental education, are evidence of the very marked interest taken by the Association in this phase of development and of its genuine appreciation of the importance of including such subjects in curricula designed

to fit women for their homemaking responsibilities.

Active contact with other agencies and organizations in this field was reported. It is hoped that the next few years will see

much strengthened cooperation with such groups which will result in benefit both to the Association and to the progress of the whole movement.

Announcement Conference Progressive Education Association

The Progressive Education Association will hold its next annual conference of members and friends in New York City, Thursday and Friday, March 8 and 9, 1928, with Hotel Commodore as headquarters.

It has been tentatively agreed that there will be four formal meetings, a series of informal group conferences, a comprehensive schedule of school visitation, and one or possibly two exhibits of work.

The Association will go forward actively with its work this year, under the leadership of Stanwood Cobb, headmaster, Chevy Chase Country Day School, Chevy Chase, Md. The Executive Committee is pleased to announce that John Dewey, the acknowledged leader of progressive thought in America, has kindly accepted the office of Honorary President of the Association.

Announcement Conference Child Study Association of America

A one day conference on *Parent Education* will be held in New York City at the Hotel Pennsylvania, Wednesday, November 2nd, 1927, under the auspices of the Child Study Association of America, inc.

The morning session will be devoted to a discussion of *The Family and the Foundation of Character*. Speakers: Mrs. Howard S. Gans, the president of the Association; Mrs. Sidonie M. Gruenberg, director of the Child Study Association; Lawson G. Lowrey, director of the Institute on Child Guidance; and Porter Lee, director, New York School of Social Work.

There will be a luncheon session at which a discussion of *The Home's Unconscious Influence on Individual Failure and Success* will be led by Harry D. Kittson, professor of education, Teachers College, Columbia University.

The program for the evening session is *Opportunities for Parents in Creative Citizenship*. Speakers: Frederick V. Robinson, president of the College of the City of New York; Ernest R. Groves, professor of Social Science at Boston University; Arthur H. Ruggles, superintendent of the Butler Hospital, Providence, R. I.

American Education Week

"Every dog has his day" in the United States. There are children's days and mother's days, book weeks and apple weeks. Many smack of commercialism. Many are

opportunities for the "big business" men to get their products before the eye of the public. Educators welcome American Education Week as an opportunity to sell educa-

tion, the biggest business in the land, to the public.

American Education Week means a better understanding by children, teachers, parents, and all citizens of the school's contribution, of its obligations, its opportunities, and its challenge.

American Education Week promises to surpass former records this year. It has the support of the great educational organizations of the United States, of the American Legion, and the World Federation of Educational Associations.

The following plans which have proved successful in past years are quoted from the *Journal of the National Education Association*.

1. Proclamations issued by mayors and governors setting aside the week for special observance.

2. Primers of school facts, including such points as: Number of schools in city; new schools opened during year; enrolment for the past ten years; number of foreign-born adults enroled; cost of educating a child for a year; sum spent for supplies, new buildings, school sites, and bond issues; what building projects are being planned.

3. A school paper each day during the week distributed to parents.

4. A citywide exhibit of school activities and work.

November 7-13

Monday—Health Day
Tuesday—Home and School Day
Wednesday—Know Your School Day
Thursday—School Opportunity Day
Friday—Armistice and Citizenship
Saturday—Community Day
Sunday—For God and Country Day

5. Daily newspaper editorials, with facts, news about education, and the local program in full.

6. Material for short talks on the schools and their needs furnished chambers of commerce, women's or-

ganizations, luncheon clubs, and other agencies.

7. Window and newspaper advertising space given by merchants to the cause of education.

8. Employers grant two hours from work for parents to visit the schools.

9. Motion picture theaters use slides urging the people to visit the schools, such as, "Do you know your boy's teacher?"

10. Radio broadcasting stations featuring educational addresses and school programs.

11. Street car companies carrying posters announcing the week and urging visitation of schools.

12. Streamers across main streets announcing the week and carrying suitable slogans.

13. Evening sessions of schools to which special invitations are issued.

14. Stickers for automobile windshields.

15. Special displays of books in public libraries.

16. Special concerts by school orchestras, bands, and glee clubs.

17. Demonstration classes in store windows and other public places.

18. Spelling and reading contests.

19. Oratorical and essay contests, using educational subjects for themes.

20. Four-minute talks by school children before luncheons and other gatherings.

Personal-Professional¹

Fanniebelle Curtis, whose work for the kindergartens of France has been recently more deeply impressed on America by the dedication of the *Maison de Tous*, will

spend two months this fall in New York City.

Bertha M. Barwis, Corresponding Secretary and Treasurer of the International Kindergarten Union, has just returned from a summer's trip abroad.

Elizabeth Brugger has left her nursery school in Cleveland for a year to take gradu-

¹ Contributors are requested to send items for this section to International Kindergarten Union, 1201 16th St., Washington, D. C.

ate work at the Institute of Child Welfare Station, Teachers College, Columbia University.

Charlotte Pope, general chairman of the Grand Rapids convention of the International Kindergarten Union, has already appointed her local committees and is laying such extensive plans for the meeting that success is assured.

Last year at this time a convention on Child Study was being held in Prague, Czechoslovakia. A report of kindergarten

progress was given and resolutions passed to promote kindergarten legislation.

Ambrose L. Suhrie, speaker at the New Haven convention of the International Kindergarten Union, resigned the presidency of the State College for Women at Milledgeville, Georgia before entering upon the duties of the office. He was elected in June but found it necessary to resign because of personal circumstances and the insistence of New York University that he return and resume his work there.

EQUIPMENT AND SUPPLIES

Nursery—Kindergarten—Primary

A bulletin listing authorized available supplies and giving standard equipment for a nursery school, a kindergarten, and a primary grade of average size.

Price per copy, 50¢

In lots of 25 or more, 35¢

PRACTICE TEACHING

A Suggestive Guide for Student Teachers

A manual presenting type lessons in all fields of subject matter and suggesting further development.

Price per copy, \$1

In lots of 25 or more, 75¢

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In the November Issue CHILDREN'S BEHAVIORS

ARNOLD GESELL

BEULAH SHULL BARNES

GRACE C. RADEMACHER

Who's Who in Childhood Education

Bertha M. Barwis, corresponding secretary and treasurer of the International Kindergarten Union, is assistant to the director of elementary education, Trenton, New Jersey. Most of her teaching service has been given to New Jersey as teacher in the kin-

During her teaching career, she has covered a great deal of territory in the United States and outlying possessions, having taught in Wisconsin, Montana, Minnesota, California, and Hawaii. Her most recent publication is *The Course of Study in Terms of*



BERTHA M. BARWIS

dergarten and primary grades and in the Trenton Training School, and as supervisor of kindergartens and primary grades.

Helen M. Reynolds has for the last eight years been director of kindergarten-primary education, Seattle, Washington.

Children's Activities. Miss Reynold's article appearing in this issue was presented before the Kindergarten-Primary Department of the National Education Association at the Seattle meeting.

Jean Betzner is associate in Elementary

Education, Teachers College, Columbia University. Her eighteen years of experience include: teaching in primary grades, including Horace Mann School; supervisor and instructor in primary English and reading, City Training School, Bridgeport, Conn.; and instructor in primary education, Teachers College, Columbia. She is joint author of *The Classroom Teacher*.

Eleanor Troxell is supervisor of the Early Elementary Department of the Public Schools of Kalamazoo, Michigan. She has held positions in the normal schools of Montana, Ohio, Pennsylvania, and New Jersey. She is author of *Language and Literature in Kindergarten and Primary Grades* and is joint author of *Number Projects for Beginners*.

J. Marie Kellar, first grade teacher in the Monument Demonstration School, Trenton, New Jersey, has also taught in the primary grades in Tredyffrin Township, Pennsylvania.

Frances M. Berry has the characteristic common to busy people—she can always do one thing more. Last year she supervised the kindergarten and primary grades of Baltimore, taught at Johns Hopkins University, was secretary of the Department of Kindergarten-Primary Education of the National Education Association, and brought to completion the work of the Committee on Equipment and Supplies of the

International Kindergarten Union in the form of the pamphlet now on sale by the Union—*Equipment and Supplies for Nursery Kindergarten-Primary*.

Mildred Miller is primary supervisor at Cleveland Heights, Ohio. Her teaching experience has included teaching in rural schools and in all elementary grades as well as supervisory work. Her article appearing in this issue was presented before the Kindergarten-Primary Department of the National Education Association at the Seattle meeting.

Alice E. Fitts extensive study of conditions abroad has made her an authority on kindergartens in the foreign field. For twenty-five years Miss Fitts was connected with Pratt Institute, Brooklyn, New York. She organized and constantly improved its kindergarten department.

Grace E. Bird serves in the department of psychology at the Rhode Island College of Education, Providence, Rhode Island.

Marjorie Hardy is at present teaching the first and second grades at the University Elementary School which is the laboratory school of the School of Education, University of Chicago. She is author of *The Child's Own Way Series*.

Bess V. Cunningham is perhaps best known to kindergarten and primary teachers through the *Pintner-Cunningham Tests of Mental Ability* now so widely used.

A new day is dawning. We are asking and demanding our right to a professional preparation commensurate with opportunities offered those in the upper grades and secondary schools.

—Patty Smith Hill.

Book Reviews

A COMPARATIVE STUDY OF DIFFERENT METHODS USED IN TEACHING BEGINNERS TO WRITE. By Oscar Edward Herzberg. Teachers College, Columbia University Contributions to Education, New York.

The stated purpose of the book is to obtain results which will "measure the effectiveness of the direct learning method of teaching beginners to write as contrasted with the mechanical device method." Nothing could be more timely, considering the fact that so much misunderstanding exists on the subject.

In a word, the method of procedure consists in teaching two hundred and forty-five New York kindergarten children to read and write the four words, cut, run, cat, and rain, through the use of the following devices: (a) groove tracing, sandpaper outline tracing and finger tracing of the model; (b) transparent finger tracing; (c) direct learning by copying a model; (d) a succession of the preceding devices; with results in favor of the "direct method," as evidenced by records of the children's writing after a period of training in the various procedures listed.

The book rehearses an old and valid objection to the isolated use of such a mechanical device as sandpaper letters. This pitfall was pointed out by Montessori in her earliest teachings. The author fails to consider the necessity of testing a whole method involving this much misunderstood device, viz., a method which includes other exercises for the complete motor training demanded by the writing situation. Obviously, to break the continuity of any process by emphasizing one isolated step is misleading.

In this experiment the mastery of the few words learned in the very short practice period afforded is scarcely typical. More-

over much interference must have occurred in the transfer from one device to another. The essential consideration should be the ability gained over a considerable period of time in the ultimate expression of thought, resulting from the proper utilization of a motor method in its entirety. The integrity of kinaesthetic results is broken by the visual transfer which was forced upon the learners.

It is true that the movements required in using sandpaper letters do not include the pressure on the pencil required in actual writing. That necessity is met, however, in certain progressive schools by the systematic utilization of the scribbling tendency. Hence the desirability of not omitting this part of the method of procedure.

To require children to learn to write quickly and legibly a certain specified amount of restricted, prescribed material may interfere with the urge for self-drill so necessary for efficient learning. Improvement in the teaching of a graphic language has always been handicapped by tradition, because it has stressed such mechanical devices as the author has isolated and applied in his experiment, instead of developing a method by which every preliminary step may help to establish such a mechanism as will function automatically as soon as the child's spontaneous attention leads him to utilize this means of expression.

The volume is a stimulating and challenging arraignment of the use of cumbersome pedagogical devices as opposed to unhampered educational principles; though some of the mechanical devices listed have been found no less direct than the so-called "direct method" in the hands of the teacher who understands their appropriate use in the skilfully-motivated project of learning to read and write.

GRACE E. BIRD.

LANGUAGE AND LITERATURE IN THE KINDERGARTEN AND THE PRIMARY GRADES. By Eleanor Troxell. Charles Scribner's Sons, New York.

The foremost problem which confronts kindergarten and primary teachers is that of helping the child to grow into a being who will fit comfortably and happily into his environment. The first step in the solution of this problem, these teachers find, is in letting the child live comfortably and happily in the "here and now" and in putting emphasis on the development of important habits and attitudes upon which depends to a great extent his future social adjustment.

In choosing language for discussion in her book Miss Troxell has selected for emphasis that which is most fundamental in this development of the child; for language training of the right sort necessitates having experiences together with opportunities to talk and write about those experiences with the result that the child not only acquires good language habits but also thinks and learns.

Miss Troxell has happily combined principles with practice and spirit, showing how one may be definite and at the same time informal in her teaching, and how one may lead the child to learn through natural situations and experiences while he is under the stimulus of interest rather than through stereotyped lesson-type material presented at a special language period. She has given an account of suggestive material and teaching procedure that begins with the kindergarten and makes for continuous development in the child as he goes from kindergarten through the first three grades. The following features of the account make it comprehensive:

1. Definite language objectives for kindergarten and the first three grades
2. Organization of material under special headings applicable to kindergarten and to each grade, e. g., language training through conversation,

stories, poems, games, songs, and picture study

3. Stenographic reports of work and play in kindergarten and in the grades
4. Instructive illustrations

The introduction which was written by Patty Smith Hill, professor in Education, Teachers College, Columbia University, is both illuminating and inspirational.

The book is one of "Series on Childhood Education" edited by Miss Hill and should be, with the others in the series, in the personal library of every kindergarten and primary teacher.

MARJORIE HARDY,
School of Education, University of Chicago.

PSYCHOLOGY OF THE KINDERGARTEN-PRIMARY CHILD. By L. A. Peckstein and Frances Jenkins. Houghton Mifflin Company, Boston, Mass.

Psychology of the Kindergarten-Primary Child has been prepared to meet a variety of needs. The authors, both of whom are familiar with current issues in the field of kindergarten-primary education, have collaborated in the publication of a book which aims to present scientific data based upon experiments, interpreted in the light of procedures in the kindergarten and primary grades.

In such an undertaking there should of course be no conflict of purposes, as the most modern school is based upon the most recent discoveries in the scientific field. The fundamental aim of the book is unquestioned. To the reviewer, however, conflict of purposes seems inevitable in the preparation of a single text which is intended to prove helpful to normal school students, teachers in the field, and parents and teachers organized into groups. Students in training lacking the background of wide experience would seem to need much more exposition of topics than would the teacher familiar with present day issues.

As a book for normal school students this little volume should serve very well as a supplementary text. The scope of the content touched upon is sufficient for a large book but is necessarily in a book of this kind very much condensed. Questions of great importance are introduced but are discussed very little. To raise questions in the mind of the student is of course one of the accepted criteria of a good text. The book is excellent in this respect. In the hands of a skilled teacher who can develop the various topics through class discussion, and her own expositions at times the book would prove very stimulating. The questions at the end of each chapter are planned to guide the student in further reading and study. Without the implied leadership of an expert teacher the normal school student would be likely to find the text useful as a syllabus or as a review of material discussed in related classes. As such a unified review the book is excellent.

Upon the whole, because the material is so greatly condensed, and because of the many questions which can best be answered by the person of experience, it seems best fitted to the use of teachers in the field and parent-teacher study groups.

In the first section of the book some basic principles of recent psychology growing out of controlled experiment are treated, following three chapters devoted to a brief discussion of how psychology as a science has developed out of the older philosophical

approach to child study. Growth of various types, instinct, learning, and individual differences, are discussed objectively and in such a way as to be consistent with the reaction psychology popular today. It has proved a somewhat difficult task, however, to apply this objective psychology to such topics as intellectual, emotional, and volitional elements which are used as chapter headings in the book.

The second section of the book is devoted to a discussion of practical classroom problems, as seen by the administrator as well as by the teacher. This section is most clearly related to the first in the discussion of the practical procedures growing out of recent knowledge of individual differences in intelligence and in physical growth. Chapters are devoted to such practical problems as the size and kind of groups, school room equipment, freedom in program planning, and general organization of the classroom procedure. The use of children's early experiences as starting points in learning and the broadening of their community contacts through the school is offered as a basis upon which the modern school should be organized. The second section like the first contains discussion questions and additional reading references which serve to broaden the scope of the book.

BESS V. CUNNINGHAM,
*Teachers College, Columbia
University.*

The best way to live is to live by what you believe, which is difficult . . . and not by what you don't believe, which is easy. If you can, you're a fanatic. But I believe you've got to have something of a fanatic in you to do anything worth while these days. The thing is to keep one's fanaticism, and to keep one's humanity.

MILES MALLESON

Current Magazine Index

FORTY YEARS IN KINDERGARTEN—AN INTERVIEW WITH PATTY SMITH HILL

By Beulah Amidon

Patty Smith Hill's forty years in kindergarten make a fascinating story of kindergarten history in the making. One is allowed personal glimpses of famous kindergarten leaders. Old and new viewpoints at Teachers College are contrasted.

Miss Hill is the leader of those "who swing forward in the pioneer spirit seeking broader fields through research and experiment."

Survey Graphic, September.

A DOCTOR REMAKES EDUCATION

By Alfred Adler

Mr. Adler is "training teachers to look at their work with the eyes of a physician and to graft onto their work the physician's technic." His account of the transformation of the "school-prisons" of Austria into a "real system of education" is the account of the development of mental hygiene clinics and their functioning with children, teachers, and parents.

Survey Graphic, September.

KEEPING PARENTS INFORMED ABOUT THE DEVELOPMENT OF THEIR CHILDREN

By Eugene Randolph Smith

"Why we should feel safe in having the audacity to tell parents about their own children. . . . What we should tell them and how—" are the vital points treated in the discussion.

Mr. Smith does not believe in the traditional report card as a method of keeping

parents informed. "Unfortunately it is more convenient to have something fully definite to base transfers on, but if we need them why can't we keep them to ourselves." *Progressive Education*, July-August-September.

AN EXPERIMENT WITH AN ACTIVITY CURRICULUM

By Mabel Hutchings Bellows

What is an activity curriculum and how does it function? Miss Bellows gives an understandable answer to such questions.

"Enough opportunities are afforded for teaching the regular school subjects so that, when the children are measured by tests, they compare favorably with the children who are taught in a formal manner."

Normal Instructor and Primary Plans, September.

THE ATTAINMENT OF OBJECTIVES IN HANDWRITING

By Fred C. Ayer

"The best teaching of handwriting is based on well selected objectives." Eleven objectives are defined and their psychology of instruction and standards of attainment presented.

Elementary School Journal, September.

PARENT COOPERATION AT THE LINCOLN SCHOOL

By Katharine K. Knickerbocker

"The Lincoln School is the place where the children play and the parents are educated." An article by a parent on working parent-teacher cooperation.

Progressive Education, July-August-September.

CAN PSYCHOLOGY HELP ME REAR MY CHILD

By John B. Watson

"The oldest profession in the race today is facing failure. This profession is parenthood." Here is a challenge to parents from the behaviorist! Mr. Watson gives a picture of the child's original equipment and outlines acquired characteristics.

McCalls Magazine, September.

and shape it according to the specifications demanded by our present social standards?" *Harper's Magazine*, July.

THE TRAINING OF YOUNG CHILDREN

By Bertrand Russell

Beginning with the theory of psychoanalysis and behaviorism, Mr. Russell leads to the practical problems of education such as moral instruction, development of industry in the child, etc.

Harper's Magazine, August.

THE BEHAVIORIST LOOKS AT INSTINCTS

By John B. Watson

Shaking the "unbounded belief in the inheritance of 'mental traits,' 'dispositions,' 'capabilities,' 'tendencies,' and 'special-abilities,'" is Mr. Watson's joyful pastime.

"Is there anything especially revolting in believing that man's hands can take the living protoplasmic mass we call the child

THE NERVOUS CHILD—REGRESSIONS

By Frank Howard Richardson

This article, the last in a series, discusses the recognition of regressive characteristics and how they are caused and cured. "Adults indulge in similar flights from reality when they pine for the happy days of childhood." *Hygeia*, September.

The United States, the richest country in the world, is among the most illiterate.

Six out of every hundred Americans over ten years of age are unable to read or write their names.

We have more illiterates than France, England, Wales, Scotland, Sweden, Norway, Netherlands, Switzerland, Denmark, or Germany.

France has five illiterates per hundred population, England and Wales two, Germany and Denmark each have two per thousand.

Our five million adult illiterates are just about equal in number to the total population of Australia.

The National Government has just completed a fiscal year with a surplus of six hundred million dollars.

Every year we spend tens of millions of dollars to eradicate corn borers and hog cholera. All we can spare for the tiny Federal Bureau of Education is two hundred and twenty thousand dollars.

Uncle Sam ought to use some of his spare millions to help eradicate ignorance. In charge of that job there ought to be a Secretary of Education in the President's Cabinet at Washington.

—AMERICAN EDUCATIONAL DIGEST

Selected References on Reading, Writing, and Arithmetic¹

READING

APPLIED PSYCHOLOGY OF READING. By Fowler Brooks. D. Appleton Co., New York.

A nontechnical interpretation and application of recent material on the psychology of reading.

SUMMARY OF READING INVESTIGATIONS. By William Scott Gray. University of Chicago.

An annotated bibliography of scientific investigations of reading with summaries of findings from these investigations.

PUPILS' READINESS FOR READING INSTRUCTION UPON ENTRANCE TO FIRST GRADE. By the Committee on Reading Readiness of the International Kindergarten Union. Government Printing Office, Washington, D. C. (U. S. Bureau of Education, City School Leaflet No. 23).

Opinions of 560 first grade teachers as to the readiness for reading instruction of their pupils, tabulated and commented upon by the committee conducting the investigation.

REPORT OF THE NATIONAL COMMITTEE ON READING. Twenty-fourth yearbook of the National Society for the Study of Education. Public School Publishing Co., Bloomington, Ill.

Prepared by a committee of men and women who are specialists in this work. This book covers all phases of the technics of teaching reading, lists desirable materials, checks and tests, and shows the relationship of reading to other curriculum activities.

Sections of each chapter apply particularly to kindergarten-primary grades.

HOW TO TEACH BEGINNING READING. By Mary A. Pennell and Alice Cusack. Houghton Mifflin Co., Boston.

States psychological principles involved in reading, and reading objectives in simple direct terms. Presents methods useful with any materials which have content values.

HANDWRITING

HOW TO TEACH HANDWRITING. By Frank M. Freeman and Mary L. Dougherty. Houghton Mifflin Co., Boston.

A manual giving teachers the necessary pedagogical and technical equipment for teaching children to write.

ON THE TECHNIC OF MANUSCRIPT WRITING. By Marjorie Wise. Charles Scribner's Sons, New York.

Gives the historical background of manuscript writing and the psychology upon which its present use in schools is based; a guide for those who wish to acquire skill in using or in teaching this type of handwriting

THE NATION AT WORK ON THE PUBLIC SCHOOL CURRICULUM. Fourth Yearbook of the Department of Superintendence, 1201 16th St., N. W., Washington, D. C.

Statements of aims and objectives, both general and for specific grades; descriptions of illustrative materials, pupil activities and type lessons; statements of standards of attainment.

¹ Prepared by Bureau of Education.

THE ACQUISITION OF MOTOR CONTROL IN WRITING BY PRESCHOOL CHILDREN. By Arthur I. Gates and Grace A. Taylor. In Teachers College Record. Vol. XXIV, No. 5, November, 1923.

A conclusion: "Tracing and writing are quite different functions although they embrace some common elements. One should learn to write by writing."

STUDY OF HANDEDNESS. By J. Franklin Jones, Vermilion, South Dakota. Published by the University, 1918.

Stammering is intimately associated with writing with the right hand by children born left-handed. Transfer from left- to right-handedness is "to be condemned as unwarranted and dangerous interference."

ARITHMETIC

SUMMARY OF ARITHMETIC INVESTIGATIONS.

By Guy Thomas Buswell. University of Chicago, Chicago, Ill.

An annotated bibliography of investiga-

tions relating to arithmetic reported during 1925 with summaries of findings from these investigations.

PRIMARY NUMBER PROJECTS. By Rosamond and Ruth Mary Weeks. Houghton Mifflin Co., New York.

A handbook for teachers arranged to teach young children number facts through life situations.

NUMBER PROJECTS FOR BEGINNERS. Katherine L. McLaughlin and Eleanor Troxell. J. B. Lippincott & Co., Philadelphia.

Material offered to arouse in children a consciousness and appreciation of the quantitative side of everyday experiences.

AN ARITHMETIC FOR TEACHERS. By Wm. F. Roantree and Mary T. Taylor. Macmillan Co., New York.

What the teacher should know about arithmetic and how she should use this knowledge.

When you work you are a flute through whose heart the whispering of the hours turns to music.

Which of you would be a reed, dumb and silent, when all else sings together in unison?

*And I say that life is indeed darkness save when there is urge,
And all urge is blind save when there is knowledge,
And all knowledge is vain save when there is work,
And all work is empty save when there is love;
And when you work with love you bind yourself to yourself, and to one another, and to God.*

Work is love made visible.

And if you cannot work with love but only with distaste, it is better that you should leave your work and sit at the gate of the temple and take alms of those who work with joy.

FROM THE PROPHECY
By Kahlil Gibran